BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE,

MONTREAL MEETING,

August 27th to September 3rd, 1884.

ENQUIRIES

RESPECTING

PUBLIC EDUCATION.

Montreal:

PRINTED BY J. THEO. ROBINSON, 52 ST. FRANCOIS XAVIER STREET.

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BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The Committee entrusted with arrangements for the meeting of this Association in Montreal, having appointed a sub-committee to collect information respecting the state of Education in the Provinces of the Dominion of Canada, it is requested that all persons interested in Education, to whom this Circular may come, will furnish as far as in their power, information on all points touching the subject, and specially touching the points enumerated in the accompanying Scheme; and will address communications embodying all such information to Professor J. Clark Murray, LL.D., 111 Mackay Street, Montreal, as soon as convenient. Authoritative and illustrative documents and pamphlets will be of great service.

(A.) History of Public Education.

I. What efforts, ecclesiastical or charitable, directed to the same end, preceded the establishment of public schools ?

II. At what date was a public school law first enacted ?

III. What were the leading provisions of that law ?

IV. What important changes were made in the provisions of that law ? and at what dates ?

V. At what date did public school provision assume its present form in your province ?

(B.) Present Organization of the School System of your Province.

I. (1) Chief administrator of the School System ? (2) The mode of his appointment ? (3) his functions ? (4) his title ? (5) his name ?

II. (1) Any council or committee exercising controlling or co-ordinate power with the chief officer ? (2) its mode of appointment ? (3) its functions ? (4) its title.

III. (1) School Inspectors ? (2) their grades ? (3) their mode of appointment ? (4) their qualifications ? (5) their functions ?

IV. (1) Grades of schools recognized by law? (2) how distinguished from and how related to each other?

V. (1) Territorial divisions for school purposes? (2) how determined? (3) average area? (4) Local governing bodies? (5) names? (6) how chosen or appointed? (7) powers as to taxation? (8) as to erection of school houses? (9) as to engagement of teachers? (10) as to government of schools?

VI. Is there any provision made for compulsory attendance at schools? If so, what is its nature?

(C.) Teachers.

I. (1) Grades of teachers? (2) qualifications of each grade? (3) examinations? (4) privileges of each grade?

II. (1) Provision for training teachers by institutes and by Normal Schools? (2) Institutes? (3) what legal provision if any? (4) where held? (5) at what times? (6) what exercises? (7) under whose direction?

III. (1) Normal Schools? (2) names? (3) locations? (4) qualifications for admission? (5) bursaries or other aids to students? (6) length of course? (7) number of instructors? (8) character of instruction? (9) provision for training as distinct from instruction? (10) grades of diplomas? (11) examinations

for diplomas? (12) on what subjects? (13) by whom conducted? (14) privileges of holders of Normal School diplomas?

(D.) Statistics of School Attendance.

N. B.—Please answer for each grade of school, and for dissentient or separate schools separately.

I. (1) Total population of the province? (2) number of schools? (3) male teachers? (4) female teachers? (5) male pupils? (6) female pupils?

II. (1) Average days of attendance per annum for each male pupil? (2) each female pupil? (3) average age at which male and female pupils respectively enter school? (4) leave school? (5) length of school-course as provided?

III. Average number of pupils who annually leave school able at least to read fluently and with intelligence, to write a letter legibly and correctly, and to solve easy questions in the simple and compound rules of arithmetic, fractions and interest?

IV. (1) Average number of pupils who annually leave schools of superior grade ready for matriculation at a university? (2) number who do so matriculate annually?

(E.) Annual Revenue of Schools of each Grade.

I. (1) Amount of subvention from the Provincial Exchequer? (2) how distributed?

II. (1) Amount raised by local taxation? (2) how and by whom levied?

III. (1) Amount of school fees? (2) how and by whom determined and collected?

IV. Other resources? amounts and kinds?

V. (1) Amount of expenditure of schools of each grade? (2) Cost of governmental administration? (3) of local administration? (4) amount of teachers' salaries? (5) of all other expenses?

(F.) Typical Schools.

It will add much to the value of this report if descriptions of typical schools of each grade, situated some in town and some in country, be added, information as to the following points being given:—

I. THE SCHOOL PROPERTY.

(1) Area of playgrounds? (2) cubical contents of building? (3) number of rooms devoted to teaching? (4) average cubical contents of these rooms? (5) provision for lighting? (6) provision for heating? (7) provision for ventilation? (8) provision for seating pupils? (9) sanitary provision? (10) value of land? (11) cost of erections? (12) of furniture? (13) of library? (14) of apparatus?

II. ITS REVENUE.

(1) From provincial subvention? (2) from local taxation? (3) from school fees? (4) from all other sources?

III. ITS EXPENDITURE.

(1) For teachers' salaries? (2) for books and stationery? (3) for all other expenses?

IV. ITS TEACHERS.

(1) The organization of the staff? (2) number of male teachers? (3) of female teachers? (4) their grades of diploma? (5) maximum salary? (6) minimum salary? (7) provision for promotion?

V. ITS PUPILS AND ITS WORK.

(1) Number of boys? (2) of girls? (3) number of grades in the school? (4) average age of pupils in each grade? (5) requirements for entering each grade? (6) acquirements on leaving the last grade.

NOTE.—To your report add any facts of interest at your command bearing on the educational history of your province, on the diffusion of intelligence among the people, and on the morality of the people. In this connection such facts as the total circulation of your provincial newspapers, the number of letters annually posted, the amount of church provision, the numbers of your clergy, the average number of persons in gaols and penitentiaries, illiteracy of prisoners and the proportionate numbers of persons who sign records of births, marriages and deaths with a cross will be of very great value.

It is also desirable to know to what extent public provision for education is at present supplemented by private enterprise, and by ecclesiastical provision for education. Be so good as to add such information as may be accessible in respect to private and church schools and Sunday schools.